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ABSTRACT

The interactive Web site pilot project is a cross-lab project involving 10 regional educational laboratories. The primary goals are to help Comprehensive School Reform Demonstration (CSRD) schools gain and share information, and help build national capacity in comprehensive school reform. The interactive Web site is an online CSRD community designed to allow CSRD-funded schools to create profiles on the Web and join online, moderated discussion groups focused on comprehensive school reform issues. CSRD schools will also have the opportunity to identify schools serving similar populations or using the same school reform model via this Web site. All laboratories agree to introduce the Web site to CSRD schools and assist the schools in registering on the site, entering their school profiles, and joining the discussion groups. A total of 16 of the 92 CSRD schools funded in the McREL region have completed profiles for the interactive Web site and are listed here. The nationwide collection of CSRD schools' profiles will serve as a valuable resource for other schools serving similar populations, using the same school reform model, or launching independent reform programs. (DFR)

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Comprehensive School Reform Demonstration
Interactive Web Site Pilot Project
Sample School Profiles

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Comprehensive School Reform Demonstration
Interactive Web Site Pilot Project
Sample School Profiles

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Submitted to:
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Introduction

The interactive web site pilot project is a cross-lab project involving ten Regional Educational Laboratories. This cross-lab project is under the leadership of WestEd. The primary goals of the interactive web site are to

- help CSRD schools gain and share information, and
- help build national capacity in comprehensive school reform.

The interactive web site is an online CSRD community designed to allow CSRD funded schools to create profiles on the web and join online, moderated discussion groups focused on comprehensive school reform issues such as English language learners, reallocating resources, and evaluation. CSRD schools will also have the opportunity to identify schools serving similar populations or using the same school reform model via this web site.

Thus, the primary audiences for the web site are individuals at the school site, or district level, who are responsible for and engaged in using CSRD funds to implement comprehensive school reform. The site's secondary audiences are any other individuals or organizations at the local, state, regional, or national level involved in issues related to comprehensive school reform.

All Laboratories agreed to introduce the web site to CSRD schools and assist the schools in registering on the site, entering their school profiles, and joining the discussion groups. As a pilot effort, each Laboratory agreed to focus its attention on encouraging 10 sites from its region to develop and post their profiles online. Informational sessions about the CSRD web site were held at various regional meetings as well as at the series of 1999 Improving America School Conferences. These sessions provided a hands-on introduction to the web site. The intent was to have school staff explore the site, register, and join a discussion group. Many of the participants in the informational sessions were eager and excited about returning to their schools to complete their schools profiles. However, other events at their schools took priority; very few profiles were completed and posted.

In an effort to "jump start" the effort to build the database of profiles and to provide models of profiles for other CSRD schools, McREL decided to actually prepare the profiles for its sample of ten pilot sites. Each school's CSRD application was reviewed and information from the application was selected and compiled into a school profile by McREL staff. Each school was then asked to review and edit its draft before it was posted online.

Including these ten pilot sites, a total of 16 of the 92 CSRD schools funded in the McREL region have completed profiles for the interactive web site. It is expected that the nationwide collection of CSRD schools' profiles will serve as a valuable resource for other schools serving similar populations, using the same school reform model, or launching independent reform programs.

Sites Profiled Online

McREL appreciates the cooperation of the following ten CSRD schools in Colorado that agreed to participate in the interactive web site pilot project:

- Chatfield Elementary, Grand Junction, CO
- Helen Hunt Elementary, Colorado Springs, CO
- John Amesse Elementary, Denver, CO
- John Mall High School, Walsenburg, CO
- Manual High School, Denver, CO
- Monte Vista Elementary, Monte Vista, CO
- Monterey Elementary, Denver, CO
- Odyssey Charter School, Denver, CO
- Southwest Open High School, Cortez, CO
- Winona Elementary, Loveland, CO

The profiles of these sites are included in the Appendix to this report. In addition to the pilot CSRD schools, the following CSRD schools in the McREL region are also registered and profiled on the CSRD web site:

- Centennial Schools, San Luis, CO
- Hayden Valley Elementary, Hayden, CO
- Columbian Elementary, La Junta, CO
- Wyandotte High School, Kansas City, KS
- Four Winds Community School, Fort Totten, ND
- Witters/Lucerne Schools, Thermopolis, WY

Observation

From McREL's experience in the Central Region, it is clear that the CSRD schools are often overwhelmed with the business of implementing their reform programs, and have little time available to devote to less pressing tasks such as registering on a national web site. Amassing a complete set of online CSRD school profiles will likely require the support of outside organizations such as the Regional Laboratories. McREL will continue to disseminate information about the web site, as well as provide hands on assistance at regional meetings.

Appendix

Sample of CSRD School Profiles by States

Centennial Schools

P. O. Box 350

San Luis
CO 81152

School Contact and Demographic Information

Contact: Helen Vessels
E-mail: sanluis1@amigo.net
Phone: (719) 672-3691
District: Centennial R-1 **NCES:**
Locale: Rural (pop. < 2,500)
Grades Served: 7 - 12

CSRD Reform Models (Year began)

Reform Model 1: Expeditionary Learning Outward Bound (1999)
Reform Model 2: ()
Other Models: ()
Amount of CSRD Award: $74500

Teacher Characteristics

Number of Teachers: 20 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:**
Attendance Rate: %
Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%
Black/African-American: 0 - 5% **Hispanic/Latino:** 75 - 100%
Hawaiian/Pacific Islander: 0 - 5% **White:** 0 - 5%
English Language Learners:
Special Education:
Free- or Reduced-Price Lunch:

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

Seek expertise in developing a process and a plan to alleviate the social and emotional upheaval among students at all levels which is blocking student learning; and secondly, seek help in drafting and implementing a schoolwide plan which would elevate student achievement in reading, math, and writing.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

Centennial faculty members have met and shared ideas with staff from the Rocky Mountain School of Expeditionary Learning in Denver.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

1. Explored numerous New american schools and other research-based programs.
2. Sent representatives to the CDE-sponsored design ffair at Heritage High School in Denver and Centennial faculty held two work sessions and voted on its choice of reform in models.
3. Centennial faculty visited the Rocky Mountain School of Expeditionary Learning in the spring and fall of 1998, and several RMSEL teachers came to San Luis to work with Centennial teachers on an experimental expedition based on the Indio/Hispanic Culture in Colorado.
4. Faculty, administration, and staff have shown support for the EL model by discussing components with students, experimenting with expeditionary-type thematic units, and attending some EL functions-Centenniel's high school principal spent a week during the summer at an EL Summit in Estes Park, Colorado, and had nothing but praise.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

Parent leaders have expressed strong support for EL and volunteered to develop network of parent pods or clusters to inform parents and identify ways they can become involved.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

The goal is a 12% increase on all state assessments at grades 4,7, and 11 in the 1999-2000 school year. In years two and three an additional 10% increase annually in anticipated. All students will be the target of the EL Support and technical assistance. Expeditions are designed to include all students; portfolios are an individualized assessment, and EL demands best work. Students are not allowed to "get poor grades" and they learn to re-do work with needed help until they are proficient.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3:

Professional development)

1. On-site regular professional development
2. A two-day leadership intitute
3. A five-day summer institute staffed and led by EL designers helps teachers plan learning expeditions based on their own ideas resources, and needs.
4. On-site professional development events are scheduled throughout the school year.
5. Summits are intenive,weeklong learning expeditions at which master teachers guide learning expditions for teachers.
6. Invitationals; Outward Bound wilderness cources for educators in Leadville.
7. A national leadership conference and a national conference for teachers bring the Expeditionary learning network together to share experiences and learn about new Expeditionary Learning tools and strategies.
8. Site visits to and seminars at schools that are further along in implementing Expeditionary Learning.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

Expeditionary learning staff and expert practitioners from other EL schools provide at least 30 days of on-site technical assistance and professional development. Participation in regional and national EL activities provide additional support and technical assistance. In addition, the EL school in Denver, which is in its fourth year of implementing the design, hopes to form a mutual support arrangement with Centennial. Their interest is to support a fledgling project while availing themselves of the rich resources in a rural historic area.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

N/A

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

N/A

Last Questions

[redacted]

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s) Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

Chatfield Elementary

3188 D 1/2 Road

Grand Junction
CO 81504

School Contact and Demographic Information

Contact: Steve Schultz
E-mail: sschultz@mesa.k12.co.us
Phone: (970) 434-7387
District: Mesa County Valley 51 **NCES:**
Locale: Small Town (pop. < 25,000 and > 2,500)
Grades Served: K - 5

CSRD Reform Models (Year began)

Reform Model 1: Locally Developed (1999)
Reform Model 2: ()
Other Models: ()
Amount of CSRD Award: $55282

Teacher Characteristics

Number of Teachers: 33 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 400 - 800 **Student Mobility Rate:** 15 - 30%
Attendance Rate: %
Am. Indian/Alaska Native: 5 - 15% **Asian-American:** 0 - 5%
Black/African-American: 0 - 5% **Hispanic/Latino:** 30 - 50%
Hawaiian/Pacific Islander: 0 - 5% **White:** 75 - 100%
English Language Learners:
Special Education:
Free- or Reduced-Price Lunch:

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

1. To increase student performance on the CSAP by 25% by the year 2003. District reading assessments will show 95% of Chatfield third grade students at or above proficiency by 2003.
2. To strengthen our partnership with families and help children build bridges beteen their learning at home and at school.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

1. The research and experience of prominent educators from around the world (Ashton-Warner, Clay, Holdaway, Dewey, Goodman, Graves, Murray, Meek, and Smith.
2. Work in the 1980s by Bruce Joyce and Beberly Showers.
3. New Zealand reseach in the 1980s.
4. The Aurora Balanced Literacy Approach study and a report by Arizona State University.
5. Standardized test data (SAT9, ITBS, TAAS) from a variety of locations (Arizona, Colorado, and TExas)

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

1. The staff met to discuss reform models and how they may fit into the school plan.
2. More information was gathered on the different models and was presented to the Accountability Committee and the school staff.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

N/A

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

An annual review of data from CSAP, Six-Trait Writing Assessment (See Appendix C). The specific goals for student achievement are as follows: 1) student achievement on third grade CSAP in reading will increase from 45% to 50% proficient during year one of implementation, to 58% proficient during year two, and to 70% proficient during year three for a total growth of 25% at the end of three years; 2) student achievement on fourth grade CSAP in reading will increase from 46% to 51% proficient during year one of implementation, to 59% proficient during year two, and to 71% proficient during year three, for a total growth of 25% at the end of three years. Writing achievement will increase from 23% to 28% proficient during year one, to 36% proficient during year two, and to 48% during year three for a total growth of 25% at the end of three years. We will utilize the weighted Title I Adequate Yearly Prgress Index for CSAP as an

additional tool for measuring growth. We anticipate a 3.8 increase annually over the next ten years. Outr baseline index was 62.01; 4) on the NWEA test fifth grade students will meet or exceed expected median growth of 4 in reading, 4 in language usage, and 5 in math during each school year as measured by a comparison of fall and spring RIT scores; and 5) fifth grade students will meet or exceed the district average score on the annual Six-Trait Writing Assessment given each spring.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

1. Teacher leaders participate with the building principal in an intensive training program the spring and summer before TLN implementation begins.
2. Teacher leaders and the principal will develop and implement specific action plans.
3. The Learning Network coordinator (TLNC) models coaching strategies during eight prescheduled visits to the school. TLNC and principal visit each teacher leader's classroom. Instructional dialogue occurs after each focused observation. These regular professional conversations impact classroom practices. Teachers learn to plan instruction based on the evaluation of student assessment. Year two of the implementation has the teacher leaders working with up to eight classroom teachers each using the techniques modeled by TLNC during year one. The classroom teachers participated in the same summer training the teacher leaders and principal completed before year one. It is important to note again that instruction and action plan development will be driven by student assessment data. This rigorous structure lays the foundation for developing the consistent instructional techniques across the grade levels.
4. Ongoing study groups for the entire staff, certified as well as classified.
5. Funds from this grant will support structured opportunity for teachers and instructional assistants to spend time observing colleagues in action.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

1. The Learning Network (TLN) as managed by R. C. Owens, Publishers, Inc.
2. Mesa County Valley School District #51 has been supportive in the process of selecting TLN.
3. The main training for our reform plan will come from TLN, our district curriculum, and staff development coordinators.
4. Study groups will parallel topics related to literacy education and behavior in the classroom
5. Release time will be coordinated to allow each staff member to visit other classrooms on a regular basis throughout each year.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

N/A

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

1. All achievement data will be gathered, analyzed, and reported by our school principal, Title I individual learning specialists, and assessment liaison. Results will be published in our school newsletter and the district school profile as results are available.
2. Our school accountability advisory committee will facilitate assessment of this area. They will administer satisfaction surveys at least once each year as needed.
3. Progress related to parental participation will be monitored by parent surveys given after each parent involvement activity. Records will also be kept of the number of participants in each activity. These data will be gathered and reported by our Title I parent liaison during year one and two of our implementation, and the new family outreach coordinator during year three.
4. The impact of reform on teachers will be measured each year by written program evaluation surveys and interviews. Teacher surveys will be completed by each spring as part of the continuous improvement process.
5. Inteviews of each participating teacher will be conducted by the building principal.

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

Columbian Elementary

800 Grace Street

La Junta
CO 81050

School Contact and Demographic Information

Contact: Ron Nordin
E-mail: nordin@gecko.ljhs.or1.k12.co.us
Phone: (719) 384-8479
District: East Otero R1 **NCES:**
Locale: Rural (pop. < 2,500)
Grades Served: K - 5

CSRD Reform Models (Year began)

Reform Model 1: Success for All (1998)
Reform Model 2: ()
Other Models: ()
Amount of CSRD Award: $99624

Teacher Characteristics

Number of Teachers: 20 **Teacher Mobility Rate:** 75 - 100%

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:**
Attendance Rate: %
Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%
Black/African-American: 0 - 5% **Hispanic/Latino:** 50 - 75%
Hawaiian/Pacific Islander: 0 - 5% **White:** 30 - 50%
English Language Learners:
Special Education:
Free- or Reduced-Price Lunch: 75 - 100%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

Our goal is to increase the percentage of student proficient in reading and writing to exceed the state average by at least 20 points.

Another goal is to obtain needed staff development in the areas of reading and writing. The majority of students entering Columbian kindergarten (75% in 1991) demonstrate significant developmental delays of two or more years. We need an intense, coordinated, and consistent educational approach in reading and writing to overcome this deficiency. The grant would provide staff development for teachers on effective teaching strategies in reading and writing. The effective teaching strategies used in Success For All and the relentless approach to reading and writing should provide the educational intensity and direction needed for continual growth at Columbian.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

A team of four teachers went to the Comprehensive School Reform Showcase in October to look at a variety of programs available to use under the grant guidelines. At the next teacher's meeting they presented Success for All/Roots and Wings to the staff. They felt this program would best fit our needs. At the conclusion of the presentation and a question and answer session the staff voted unanimously to pursue the grant and to further explore and research the Success For All/Roots and Wings program. In October, a presentation was given to the building accountability committee. This group is composed of the principal, two teachers, and eight parents. The committee was unanimous in their support to pusue the grant and the Success For All/Roots and Wings program. The principal contacted Educational Partners to find out where to acquire additional information and a better understanding of the progam. They recommended we visit a Success For All program in Colorado. A group of nine teachers went to Monterey Elementary in Colorado Springs, Colorado, to observe the program on November 11. On November 18, a team composed of the principal, a parent, and seven teachers visited Sand Creek Elementary in Colorado Springs to observe Success For All.

The consensus of the staff was to further pursue the program. The superintendent provided funds for the principal to bring a staff member from Education Partners to do a two-hour presentation on Success For All to the staff, principal, parents, and the superintendent. The Columbian staff voted 19-1 on a secret ballot to continue pursuing the Comprehensive School Reform Grant with the purpose of adopting the Success For All program. Our superintendent of schools has been extremely supportive of the Comprehensive School Reform undertaking by the Columbian Staff.

We have kept the parents and the school community informed throughout the entire process through meetings and the school newsletter. As a part of the program a Family Support Team was created. Their main purpose will be to keep parents and students aware of the program and assist whenever needed. The Family Support Team will become aware of local services and make referrals, whether the services are on or off site. If a family is in need they will try to align them with the appropriate community services. They can also function as case

managers to be sure all referrals lead to services and that these services solved the problem. Also, an advisory committee composed of the building principal, program facilitator, teacher, representative, and family support staff will meet regularly to review the progess of the program and to identify and solve any problems that arise.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

N/A

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

Parent involvement is critical to raising student scores in reading. In compliance with the Colorado Literacy Act we have addressed deficiencies illustrated by CSAP test results and other bodies of evidence in reading and writing by eliciting parent involvement through parent contracts for reading, Individual Learning Plan conferences, and Individual Action Plans for students below grade level. We recently initiated a Parent Involvement Component through a Title VI mini-grant that provides funds to assess, analyze, and recommend ideas to improve parent involvement at Columbian.

The Family Support Team will work toward creating good relations with parents and increasing their involvement in the schools. Family Support Team members will complete "welcome" visits for new families. They, with the assistance of the building Parent Teacher Organization and Accountability committee will organize activities around identified needs. This could include such things as parenting skills, adult education, strategies for parents to use when working with their student, literacy classes, and after school tutoring. The Family Support Team will also inervene to solve problems. For example, they may contact parents whose children are frequently absent to see what resources can be provided to assist the family in getting their child to school. Family support staff, teachers, and parents work together to solve school behavior problems. Also, family support staff will be called on to provide assistance when students seem to be working at less than their full potential because of probelms at home. Students, whose families are not receiving adequate nutrition, need glasses, or are exhibiting serious behavior problems, may receive family support assistance.

The Family Support Team will be strongly integrated into the academic program of Columbian. Referrals will come from teachers and tutors regarding children who are not making adequate progress. This consititutes an additional stage of intervention for students in need above and beyond that provided by the classroom teacher or tutor. The Family Support Team is to encourage and train parents to fufuill numerous volunteer roles within the school, ranging from providing a listening ear to emerging readers to helping around the school.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

N/A

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

The teachers and the tutor coordinator are regular certified teachers. They receive detailed teachers' manuals supplemented by three days of inservice at the beginning of the school year. For classroom teachers of Grades 1 through 3 and reading tutors, these training sessions focus on implementation of the reading program, and their detailed teachers' manuals cover general teaching strategies as well as specific lessons. Kindergarten teachers and aides are trained in the use of the StaR and Peabody Programs, thematic units, and other aspects of the kindergarten model. Tutors later receive two additional days of training on tutoring strategies and reading assessment.

Additional inservice presentations are made throughout the year by the facilitator and other project staff on such topics as classroom management, instructional pace, and cooperative learning. Facilitators also organize many informal sessions to allow teachers to share problems and problem solutions, suggest changes, and discuss individual children. The staff development model used in Success For All emphasizes initial training with extensive classroom follow-up, coaching, and group discussion.

The inservice and training focuses on the following elements of effective reading instruction: phonemic awareness; systematic explicit phonics instruction, sound-symbol relations, decoding; word attacking skills, spelling instructions; diagnosis of reading deficiencies; research on how children learn to read; the structure of the English language; relationships between reading, writing, and spelling; planning and delivery of appropriate reading instruction based on assessment and evaluation; independent pupil reading of high quality books and the relationship of that reading performance.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

Education Partners will provide ongoing training throughout the year. They will provide five days of training in the summer and three days in the spring for the principal and facilitator. Teachers will receive three days of training before school starts in the fall with an additional day of training for the tutors. Education Partners trains the Family Support Team for two days in the fall. Follow-up is down through six implementation visits and ongoing phone consultations during the year.

East Otero School District will assist in providing in-service on effective teaching strategies during scheduled inservice days. The district has agreed to assist in providing school time for training during the school year if needed for Success For All. The superintendent is excited about the prospect of this very inclusive approach to reading. He has provided us with the needed assistance and time to research the program and will continue to provide what assistance he can in his position as superintendent of La Junta Public Schools. The district is committed

to the continuance of Success For All after the grant expires through reallocation of District and Title I funds.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

The projected budget for first year implementation of Success For All is $99,624. The salary and associated benefits indicated would be used to fund the position of facilitator. The amount is based on a certified teacher with six years of experience and attainment of a master degree and 16 hours of additional graduate work. The purchased services and technical services line item of $59,200 is the cost of training and travel for Education Partners to provide the Success For All training to our building staff. The $4,800 listed in other purchased services is for travel and a required conference for the building facilitator and principal. Under other objectives there is $500 for dissemination of test results and comparison study to the public.

Under instruction (1000), salaries (100), and benefits (200) are for teachers. Included in purchased services (500) are computer support, travel, and staff development. Supplies (600) is used to purchase instructional supplies.

Support services (2000) salaries and benefits incldue the principal, special education teacher and aide, librarian, counselor, health aide, custodians, secretary, and bookkeeper. The supplies (600) includes office and custodial supplies as well as library supplies and books.

Items budgeted under evaluation (2214) are for testing manuals and support (500), and/or test materials (600). Community/parent involvement (3000) is limited to a few presentation costs under purchased services (500).

Other in-kind support includes funds for staff and supplies for Gifted and Talented, Title I, Title VI, and School to Career. Funds for Title I provide one teacher and two aides to the building. One of the mini-grants included in Title VI is for improvement of school/community relations.

The district administration (G) includes the Superintendent, Director of Federal Programs, Director of Special Education, Assistant Superintendent in charge of finance, district nurse, secretaries, bookkeeper, and custodian. The District Technical Asssitance salaries include the computer coordinator and the computer technician. Title I make up 91% of Other In-Kind Support (K) with the remaining coming from Gifted and Talented, School to Career funds.

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

We test all students in reading during the fall and again in the spring. We use

SFA student reading assessments at least every eight weeks in grades kindergarten through fifth grade and provide interventions as needed. All students will be grouped on cross-grade reading skill groups based on their tested level of ability. At the end of each eight-week period, individual student skill groups will be adjusted when a need is demonstrated by the SFA assessments. At the end of the school year we will do a statistical comparison of each individual student's grade equivalent reading growth from fall to spring. We will also do a building comparison of the percentage of third and fourth grade students testing proficient or above in the spring of 2000 to the percentage of students that were proficient on the CSAP in 1998 and 1999. The group average of individual points scored on the CSAP will be examined in the spring of each year to determine if there has been a statistically significant increase through the use of this intervention. The results of the evaluation process will be sent in a newsletter to all Columbian parents and staff. A copy of the statistics will be sent to the superintendent of schools, the district school board, building accountability committee, district accountability committee, and to the local newspaper and radio station. The entire staff will be involved in analyzing the data and adjusting the program thoughout the year as needed.

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

Hayden Valley Elementary

P. O. Box 70

Hayden
CO 81639

School Contact and Demographic Information

Contact: Michael Luppes
E-mail: mluppes@hayden.k12.co.us
Phone: (970) 276-3756
District: Hayden RE-1 **NCES:**
Locale: Rural (pop. < 2,500)
Grades Served: Pre-K - 5

CSRD Reform Models (Year began)

Reform Model 1: Locally Developed ()
Reform Model 2: ()
Other Models: The Literacy and Learning Coalition ()
Amount of CSRD Award: $50000

Teacher Characteristics

Number of Teachers: 26 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:**
Attendance Rate: %
Am. Indian/Alaska Native: **Asian-American:**
Black/African-American: **Hispanic/Latino:**
Hawaiian/Pacific Islander: **White:**
English Language Learners:
Special Education:
Free- or Reduced-Price Lunch:

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

To address the literacy needs of the students and community.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

N/A

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

N/A

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

N/A

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

N/A

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

N/A

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

Literacy & Learning Coalition. The LLC will assist the school through all phases of comprehensive school reform, including development of a schoolwide philosophy, staff development, building a research-based exemplary classroom practice, assessment planning, implementation, and monitoring; allocation of time and resources; implementation of intervention strategies for students at-risk, parent involvement programs, library and information technology support, administrative training for ongoing support and program evaluation

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

N/A

[redacted]

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

N/A

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

Helen Hunt Elementary

917 East Moreno

Colorado Springs
CO 80903

School Contact and Demographic Information

Contact: Jan Noble

E-mail: noblejf@d11.org

Phone: (719) 630-2244

District: El Paso 11 **NCES:**

Locale: Urban Fringe of Large City

Grades Served: Pre-K - 5

CSRD Reform Models (Year began)

Reform Model 1: Success for All (1998)

Reform Model 2: ()

Other Models: ()

Amount of CSRD Award: $87830

Teacher Characteristics

Number of Teachers: 18 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:** 50 - 75%

Attendance Rate: %

Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%

Black/African-American: 15 - 30% **Hispanic/Latino:** 30 - 50%

Hawaiian/Pacific Islander: 0 - 5% **White:** 30 - 50%

English Language Learners:

Special Education:

Free- or Reduced-Price Lunch:

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

Our goal within 5 years is that

1. 70% of all students and 95% of students in the SFFA program since first grade will be reading and writing at the proficient or advanced levels (CSAP)

2. 70% of all third grade students and 85% of students in the SFA program since first grade will be assessed at the third grade level or higher via Colorado Literacy Act assessment tools.

3. At least 75% of Hunt parents will be involved yearly in at least three of the following Family Literacy Program actiities each year: Adult Education (GED); Adult ESL; Family Literacy Night; Family Math Night; In•-class Math Exploratories; BAAC; and in-home student conferences.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

N/A

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

The district's evaluation department conducted a school and community assessment. The confirmation of poor student achievement and minimal parent involvement fueled the need for a reform package with multiple interventions. The staff vision is to create a community of readers and to better meet the needs of their students and families; to create a school that is valued and actively supported by its school community was formulated. The district administration provided the former principal with information on many reform models and paid for her, a few staff members, and parents to travel to look at the programs. New staff spent the 1997-98 year reviewing various literacy, math, and school climate programs. Teachers were encouraged to look at materials and research these models further. Staff consensus (90%) was to institute the Success For All reform model with additional interventions/programs of Everyday Math, CSMP, Family Literacy Program, and the Extended Instructional Time to customize it to fufill community needs.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

At least 75% of Hunt parents will be involved yearly in at least three of the following Family Literacy Program activities each year: Adult Education (GED); Adult ESL; Familiy Literacy Night; Family Math Night; In-class Math exploratories; BAAC; and in-home student conferences.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

1. 70% of all students and 95% of students in the SFFA program since first grade will be reading and writing at the proficient or advanced levels (CSAP)

2. 70% of all third grade students and 85% of students in the SFA program since first grade will be assessed at the third grade level or higher via Colorado Literacy Act assessment tools.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

Success For All, Everyday Math, and Colorado Mediation Project have many training facets built into their programs. The entire staff has or will have all day training sessions in all three programs.

Classroom observations and evaluations by each program's consultants will be ongoing for several years.

SFA maintains a three year training and consultation program for the implementation of their program.

Consultants have begun their "implementation visits" to observe and meet with teachers.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

A team of two consultants will focus on curriculum for two days, three times in the first year. The team will return for two days, twice a eyar for the next two years. Another consultant will visit for one day, twice in the first year, to meet with the family Support Team. This consultant will return once each year for the following two years. The school facilitator is on-site to provide individual and team guidance as needed. The facilitator and principal train the daily readig tutors for one hour each when they begin. These tutors are paid and considered members of the staff. In addition, a reading coach and the Coordinator of Information and Technology (CIT) have developed a reading/technology course to provide staff with integration strategies. The CIT supports staff as they create reading lessons using ClarisWorks 4.0.

Everyday Math contracts with Everyday Learning Corporation will provide in-service training. Math Tools is a series of 8 workshops, which forms the core of the math program. Workshop topics include: geometry, measurement, fractions, data collection and graphing, uses of calculators for concept development, counting/numeration/operations, problem solving, and estimation/mental calculation. Another series of 7 workshops will introduce Everyday Math philosophy, goals, and math foundations in a collaborative setting. Local trainers from adjourning districts will conduct these sessions and be availble for further consultation.

Hunt staff will use the Hunt-Adams Achievement Community Advisory Team, District Achievement Initiative Support Team, CDE Schoolwide Support Team,

Director of Externally Funded Programs, and the Title I Supervisor as resource consultants to ensure implementaton of improvement strategies. Hunt also participates in District Achievement Initiative, Title I Schoolwide Model, EvenStart, Safe and Drug-Free Schools, and Adult Education Programs. As collaboration between each of these programs is elaborated and documented all staff will be better able to provide seamless services to students regardless of student or program categorization. Hunt staff will also schedule visitations with other schoolwide programs and schools who model the schoolwide philosophy to learn more about the productive use of resources, best practices related to literacy, effective staff development experiences, and meaningful parent involvement. DPRE will work closely with Hunt to collect and analyze data related to determining student success.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

N/a

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

N/A

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

John Amesse Elementary

5444 Scranton Street

Denver
CO 80239

School Contact and Demographic Information

Contact: Alberta Principal

E-mail: Alberta_Alston@dps12.org

Phone: (303) 371-0940

District: Denver 1 **NCES:**

Locale: Urban Fringe of Large City

Grades Served: Pre-K - 5

CSRD Reform Models (Year began)

Reform Model 1: Success for All (1999)

Reform Model 2: Roots and Wings ()

Other Models: ()

Amount of CSRD Award: $84436

Teacher Characteristics

Number of Teachers: 39 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 400 - 800 **Student Mobility Rate:** 75 - 100%

Attendance Rate: %

Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%

Black/African-American: 50 - 75% **Hispanic/Latino:** 15 - 30%

Hawaiian/Pacific Islander: 0 - 5% **White:** 5 - 15%

English Language Learners:

Special Education:

Free- or Reduced-Price Lunch: 75 - 100%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

80% of students will be reading and writing at grade level by the year 2002, as measured by the ITBS, CSAP, and other local assessments. In order to achieve this goal, the school community will need to dramatically increase parental involvement and student achievement. The "relentless focus on the success of each child" that is at the heart of Roots and Wings offers a dynamic engine for this work.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

N/A

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

The interest of Amesse's staff in Roots and Wings dates back to the Spring of 1998 when a member of the faculty read about Roots and Wings, and reflected on how well the model would fit the school's Efficacy process and emphasis on literacy. Since work began on the CSRD program grant, members of the development team (including teachers and administrators) have kept the full faculty apprised of its progress. In January 1999, more intensive orientation of and information sharing with the faculty began, including videotapes, opportunities to visit other Roots and Wings schools, and presentations. 80% of the teachers voted in favor of the reform model and the submission of this proposal.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

The Amesse Colaborative Decision Making (CDM) Committee.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

All students will function at grade level. By the end of the three-year CSRD program, the year 2002, 80% of our students will demonstrate grade level comepetency.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

A combination of national program staff and a full-time, on-site program facilitator who receives special training.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

Amesse will contract with Roots and Wings to provide all of the classroom materials, curriculum guides, and the professional development service described above.

Roots and Wings also encourages schools to join forces to create other local support networks. In the process of studying the Roots and Wings model, and developing this application, Amesse staff made contact with staff at Betty Adams Elementary in Jefferson County and staff at Sand Creek Elementary in Colorado Springs.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

N/A

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

Roots and Wings will replace all books and materials that are lost or damaged in the kindergarten class up to 100% and in all other classes up to 25%.

Amesse will use all allocated funds to support the implementation of the Roots and Wings comprehensive school reform model. At-risk funds are currently being used for instruction, supplies, tutoring and the Summer School Program to enhance literacy for at-risk students. Approximately 75% of our students are in the at-risk category, equating to annual funding of approximately $45,000. Roots and Wings will be the designed program used for at-risk instruction. At-risk funds will be used to support all implementation of the comprehensive reform model.

The district's Grant Resources Office will help the school identify and secure additional grants to support program implementation when the CSRD Program funding ends.

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

John Mall High School

355 Pine Street

Walsenburg
CO 81089

School Contact and Demographic Information

Contact: Chuck Scott
E-mail: chuck.scott@huerfano.k12.co.us
Phone: 719-738-1610
District: Huerfano School District RE-1 **NCES:**
Locale: Rural (pop. < 2,500)
Grades Served: 9 - 12

CSRD Reform Models (Year began)

Reform Model 1: Coalition of Essential Schools (1998)
Reform Model 2: ()
Other Models: ()
Amount of CSRD Award: $216090

Teacher Characteristics

Number of Teachers: 18 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:**
Attendance Rate: %
Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%
Black/African-American: 0 - 5% **Hispanic/Latino:** 50 - 75%
Hawaiian/Pacific Islander: 0 - 5% **White:** 30 - 50%
English Language Learners:
Special Education:
Free- or Reduced-Price Lunch:

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

1. To create and foster a safe and healthy environment that encourages academic achievement (which exceeds state standards) and challenges all students and staff to excel.
2. Conduct a data based review of student achievement as well as reviewing the school's strengths and weaknesses in curriculum, scheduling, modes of instruction, and ways in which the school reaches out to the community.
3. Develop the capability to have systematic reviews of student achievement within the context of a thoughtful and careful schoolwide restructuring process, which encourages academic excellence for all students.
4. Increase parent and community involvement in school activities and events so that teachers are less burdened with non-instructional aspects of their responsibilities.
5. Define and acquire appropriate professional development opportunities to enhance the professional growth of John Mall faculty and staff.
6. Achieve a measurable increase of between 2.5 and 3 percent in student achievement on Terra Nova Composite scores (CSAP).
7. A meaningful increase in parent involvement in all activities, events, committees, and other schoolwide functions extending into the commumity.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

The Coalition of Essential Schools emerged from A Study of High Schools, a study conducted over a five year period from 1979 to 1984 by Theodore Sizer, an acknowledged leader in reforming American high schools. Results of these studies are summarized in Horace's Compromise (Sizer, 1984), The Last Little Citadel (Hampel, 1986), The Shopping Mall High School (Powell, Farrar, and Cohen, 1985), and Horace's School (Sizer, 1992). A 1996 report by Margaret MacMullen (Taking Stock of a School Reform Effort) reviews 149 research studies of Coalition of Essential Schools.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

Our faculty and staff have unanimously signed off on their written expression of commitment and support for the broad features of our proposed reform and restructuring effort. John Mall's Accountability Committee, made up of parents, staff, members of the community, and School Board members has expressed its vigorous support for this proposal. The Huerfano County RE-1 School Board has stated its strong support for implementing Coalition principles. The ongoing collaboration of all these groups will be actively coordinated through our proposed School Reform Oversight Committee, meeting monthly and composed of students, parents, faculty, staff, members of the community, and School Board members. A monthly newsletter detailing School Reform efforts and activities will also be distributed to all John Mall High School constituencies.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

1. Improve the entire communication process with parents to include sensitivity to cultural and socioeconomic circumstances which may be impeding effective communication.
2. Expand parent membership in all school committees and ad hoc groups to include representation and charging these committees with meaningful issues and solutions so that parents will feel that time spent on these committees is fruitful and beneficial.
3. Promote service learning opportunities for parents and students, with parents having major supervisory responsibilities.
4. Expand contact opportunities with parents by John Mall High School faculty and staff.
5. Parental involvement will be determined by the increase in the number of parents attending teacher-parent conferences and by the number participating in John Mall committees and activities. A highly desired outcome is that parents will assume supervisory roles and responsibilities in implementing service learning opportunities for John Mall students so that faculty members may direct more of their efforts toward instruction.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

1. Students will achieve an average annual increase in their Terra Nova Composite (Total) scores of between 2.5 and 3.0 percent during each year of project implementation.
2. The number of students achieving the Honor Roll will increase by ten percent during each year of project implementation.
3. Disciplinary referrals will be reduced by ten percent a year during each year of project implementation.
4. The number of students dropping out will decrease by 3 percent during each year of project implementation.
5. There will be an annual increase in parental involvement in events, activities, and efforts measured by (a) an increase of 20 percent per year in the number of parents attending parent-teacher conferences; (b) increase in the number of parents who have joined committees, such as the Accountability Committee and the Parent Booster Club, and (c) increases in parent volunteering for classroom help, concession stand staffing, and school office assistance.

Two reporting cycles - one at the end of each semester and the other at the end of each project year - will occur. End of semester reports will include all relevant student achivement data, all disciplinary referral and available dropout information, as well as parent involvement data. In addition, end of year reports will document how well the school has achieved its stated objectives, describe other project accomplishments, indicate strategies for correction and improvement in areas where the project may not be performing to expectation and outline major directions for implementing each successive year of the project. All reports will be widely disseminated through (1) their publication in the student newspaper (distributed every six weeks as an insert in the local newspaper); (2) the project's monthly newsletter, and (3) through formal and informal presentation to the School Board, local service clubs, and other community groups. A Project Oversight Committee consisting of broad and complete

representation of the community will be formed by the principal during the beginning of the Spring semester, 1999. The Oversight Committee has central responsbility for reviewing all project reports, providing coordination, and supplying direction for managing the project. The Committee will meet on a regular basis each month during the school year, at least once during the summer, and more frequently as the need arises.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

1. The Coalition of Essential School's Regional Center at Kansas City.
2. The Coalition's regional network of Essential Schools.
3. Attendance at national Coalition conferences.
4. On-site professional development during in-service days provided by the Coalition's Kansas City Regional Center.
5. Through sharing, support, and body of practical experience of our Colorado high school colleagues who have working knowledge about how to implement Coalition principles in a Colorado context.
6. We seek specific training in (1) coaching, (2) developing standards based evaluation rubrics, (3) administrative visions for implementing Coalition reform principles, and (4) implementing integrated teaching in core and non-core subjects, (5) classroom management approaches, (6) knowledge about cultural and socioeconomic barriers to successful parental involvement; (7) leadership development, and (8) other related training areas as their need arises. We anticipate sending our faculty and staff to a five-day summer workshop (the Summer Trek) sponsored by our Regional Coalition Center, "shadowing" our Colorado Coalition colleagues and engaging in frequent visits and dialogues with them. Each faculty and staff member receiving off-site training, especially, will be asked to share experiences and approaches during regular faculty meetings and during other opportunities for group discussion.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

1. Coalition resources
2. Other Coalition high schools in Colorado
3. The Coalition Regional Center at Kansas City
4. The National Office of the Coalition of Essential Schools
5. The Central States Coalition's Regional Center at Kansas City

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

N/A

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving

your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

Primary responsibility for collecting, interpreting, and disseminating data about student achievement lies with the Assistant Principal, who also collects and disseminates informaton about disciplinary referrals and the number of students dropping out. The principal, who assumes general responsibility for assuring project implementation, holds first responsibility for collecting and disseminating information about the state of parental involvement.

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

Manual High

1700 East 28th Avenue

Denver
CO 80205
http://manual.denver.k12.co.us

School Contact and Demographic Information

Contact: Nancy Principal

E-mail: nancy_sutton@ceo.cudenver.edu

Phone: (303) 391-6300

District: Denver 1 **NCES:** 803360

Locale:

Grades Served: 9 - 12

CSRD Reform Model(s)

Reform Model 1: Coalition of Essential Schools (1999)

Reform Model 2: AVID (1996)

Other Models: ()

Amount of CSRD Award: $75312

Teacher Characteristics

Number of Teachers: 65 **Teacher Mobility Rate:** 5 - 15%

Student Characteristics

Number of Students: 800 - 1,200 **Student Mobility Rate:** 75 - 100%

Attendance Rate: 77% %

Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%

Black/African-American: 30 - 50% **Hispanic/Latino:** 5 - 15%

Hawaiian/Pacific Islander: 0 - 5% **White:** 30 - 50%

English Language Learners: 0 - 5%

Special Education: 15 - 30%

Free- or Reduced-Price Lunch: 75 - 100%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

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Manual High's proposed reform initiative is driven by three primary objectives:
" To create a school that is focused on the intellectual development of students, making their academic achievement its primary mission.
" To create a shared sense of community at Manual so students, faculty, administrators, parents, and community members feel they are part of a common endeavor.
" To implement a professional development strategy that supports the first two objectives.
Manual's desired results are that after four years of our reform initiative, all 12th grade students with an 85% attendance rate will graduate by passing the state assigned graduation assessment and demonstrating proficiency on Manual portfolio requirements. In two years, when the CSAP test is administered at the high school level, our expected results are that 50% of Manual 10th graders with an 85% attendance rate, will reach or exceed Colorado and Denver Public Schools standards, and the remaining 50% will be engaged in a focused, intensive set of safety nets that will enable them to meet standards by the 12th grade. To accomplish these goals, Manual has defined objectives in the areas of student achievement, parental and community participation and professional development, and developed a detailed action plan to begin to implement in the upcoming year.

One of the oldest and most experienced school reform efforts in the nation, CES is specifically designed to achieve the results of increasing parental involvement and improving student achievement in a standards-based system. To do this, member schools embrace the core tenets of the CES theory, known as the "Common Principles." The Common Principles help schools rethink their priorities and redesign their structures and practices.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

Coalition of Essential School model matched many of the strategies already implemented to meet our specific school needs. The faculty overwhelmingly supported the decision to select CES model.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

Support was already established since many strategies were already implemented.

Obstacles encountered related to lack of staff understanding of how the CES model complemented existing iniatives already in place. Once linkages between the 10 Common Principles of CES and recently implemented iniatives were made apparent, faculty were overwhelmingly supported.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

Parents are included in our Site Base Management Collaborative Decision Making Committee, Parent Involvement Committee, and the Community Outreach Iniative.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

At Manual no student will be allowed to fall through the cracks. Every student will be expected to meet or exceed rigorous, academic standards and any student who has difficulty will be identified early on in their educational career and be given the necessary support to succeed.

Staff has rewritten the entire core curriculum to align with state/district standards and has designed performance assessments.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

Embracing the CES model, Manual's comprehensive school reform program will provide professional development on-site and through a national support network. CES professional development is embedded in the daily life and work of teachers, building their capacity to create, sustain and expand school improvements. It includes:
¨ Use of CES "coaches" to provide technical assistance and guidance in school reform and the implementation of the CES principles on an ongoing and regular basis.
¨ Development of "Critical Friends Groups" of teachers, led by trained coaches, designed to provide collegial coaching and support for improved teaching practice.
¨ On-site consultation and training for faculty by CES staff in specific areas of need.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

To assist with the implementation of Manual's comprehensive school reform plan Manual and the district are forming partnerships with the Coalition of Essential Schools, CES regional centers, Fenway High School in Boston (a CES demonstration school with similar vision and demographics), and local staff developers with CES background.
Consultants from within this multi-level partnership will provide the high-quality external support and technical assistance needed to make this three-year plan a success. They will be working with Manual staff on the adaptation of the Ten Common Principles. They will be helping Manual to examine its curricula for intellectual rigor, develop short term subgoals that that impact daily teaching and benchmarks toward accomplishing these goals, develop (or replicate from CES pilot schools) personalized units of instruction, develop rubrics for measuring qualitative content in a quantitative way for all standards-based teaching units,

and to construct Rites of Passage and Graduation by Exhibition for all Manual students. CES consultants will visit Manual at critical junctures (see tables in section C) to assist in this process, while weekly CFG's and planning groups continue the work on an on-going basis. Faculty will visit local and national sites to observe the implementation of the CES model at other schools. Manual faculty will attend the CES Fall Forum to keep abreast of developments within CES, and will be linked locally, regionally, and nationally via the internet and CES list-serves.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

We implemented a 4 x 4 Block Schedule to consolidate time. We have structured our I professional development within the regular school schedule. We have leveraged our CSRD monies with grants from Kellogg, Goals 2000, PITON and the Rose Foundation to provide opportunites for local and regional site visits, professional development conferences, and other essential networks.

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

Manual will assess progress towards student achievement on two levels, using a variety of indicators. First, the evaluation will examine such broad, quantitative indicators of student achievement as dropout rates, college attendance rates, SAT/ACT scores, CSAP scores (once the tests become available for high school), standardized test scores (e.g., Iowa Test of Basic Skills), and course failure rates. These are appropriate, necessary and available data sources that will allow Manual to track progress over time.
As part of its reform agenda, Manual will also implement two rigorous forms of qualitative assessment. The first will be portfolios of their best work that students must present to continue from the Foundations House of 9th and 10th grade into the Programs of Excellence of 11th and 12th grade. Then, to graduate from Manual itself, students will be required to present an "exhibition" of their work as the culmination of their work in the Programs of Excellence. These measures of student achievement will be complemented by interviews with students and teachers as well as with ethnographic observations of student performance within their classes.

What else should people know about your school?

Last year we implemented Rites of Passage at Manual High School for end of year sophomores in which the students develop and present portfolios of exemplary work to a panel of judges in order to be promoted to the 11th grade.

Are there particular areas of your reform in which you would like additional assistance?

We need creative strategies to more successfully integrate our comprehensive reform program to meet the needs of our English language learners,special needs students, and our changing diversed population.

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Santo	Nicotera	manual high school

Monte Vista Elementary Schools

345 East Prospect Avenue

Monte Vista
CO 81144

School Contact and Demographic Information

Contact: Kristin Steed
E-mail: kristin@monte.k12.co.us
Phone: (719) 852-2212
District: Monte Vista C-8 **NCES:**
Locale: Rural (pop. < 2,500)
Grades Served: Pre-K - 12

CSRD Reform Models (Year began)

Reform Model 1: ()
Reform Model 2: ()
Other Models: Learning Network (1999)
Amount of CSRD Award: $85701

Teacher Characteristics

Number of Teachers: 23 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: Over 1,200 **Student Mobility Rate:**
Attendance Rate: 95% %
Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%
Black/African-American: 0 - 5% **Hispanic/Latino:** 30 - 50%
Hawaiian/Pacific Islander: 0 - 5% **White:** 50 - 75%
English Language Learners:
Special Education:
Free- or Reduced-Price Lunch: 50 - 75%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

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The Learning Network is a comprehensive model that can provide much of the consultation and suport needed for us to become a learning organization. In order to accomplish this, they provide the structures to impact leadership roles, school governance, and staff development that includes ongoing opportunities for theory, demonstration, practice, and feedback. Our "home grown" reform efforts are centered on our commitment to becoming a learning organziation inclusive of students, teachers, parents, and community constituents. The focused purpose of this organization would be to improve student academic achievement.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

After a year of intensive planning related to developing a comprehensive plan to increase student academic achievement, all four campuses in our district identified the need to:

1. implement staff development strategies that are sustainable, collaborative, reflective, and focused on improving student achievement.

2. improve all students' literacy proficiency. Several external and internal models were extensively explored before the staff chose the Learning Network to support the two needs identified above.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

Two primary needs emerged from each elementary building plan: 1) the need for focused, sustainable staff development experiences that will directly impact student achievement, and 2) the need for improved instructional delivery practices in literacy. 100% of school administrators, faculty, and staff members are aware of and support the implementation of this reform design, as well as district personnel. This clear support exists because these groups participated on the task forces, school improvement teams, and district improvement teams that accomplished the needs assessments and planning over the last year and a half.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

We intend to apply the teaching and learning cycle to events in parent education, moving beyond involvement to deeper understandings. The Learning Network has identified parent support as the next key area of growth and expansion. We are entering into a partnership with them to develop a comprehensive parent education model that is built on the teaching and learning cycle construct.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

N/A

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

After exploring the options, the elementary staff chose The Learning Network model whch professes the same underlying guidelines by Goals 2000 for effective professional development designs. It is a "two-year site-based professional development investment that focuses on literacy and school development." The consultant provides a body of processes that, once in place, will be sustainable indefinitely because the include "a mechanism for self-reflection, the opportunity for collegial challenge, and the support of a [set of constructs].

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

We have secured the external technical support of three entities. Our local institution of higher education, Adams State College, has entered into a partnership with us for mutual benefit. Together we will work to provide authentic learning experiences for pre-service teachers, greater expertise for new and veteran teachers, a higher degree of continuity and greater attention to current educational research. In addition, we have secured the commitment of The Learning Network to collaborate with us to develop a parent education component for our learning organization. Dr. Martin Asche, Professor Emeritus of Educational Leadership, Policy Studies, Educational Research and Evaluation at Virginia Tech, will provide the external technical support need to learn to refine and maintain an intensive evaluation plan.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

This budget is dedicated to allocating all resources to establishing a learning organziation. The conversion of a classroom into an observation room will allow for more authentic, uninterrupted learning experiences for students while simultaneously providing for the learning of teachers. Our concerns revolve around lost resources, missing copies from book sets, effective and efficient checkout abilities, and organization of materials for facilitated planning. We will be able to make this shift with greater confidence if the personnel is provided to organzize and mantain this resource room as we begin. In the second year, this support will be dropped to half the time and then eliminated after that

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

We have one primary grant objective that we will be evaluating over the next

three years - our ability to become a learning organization in order to positively impact student achievement. Our direct aim is to improve the achievement of our own students, but as system thinkers, we hope to make a difference in the achievement of students whose lives we touch indirectly, as well.

The evaluation plan that we develop will be the cornerstone of our reporting efforts. We will keep comprehensive records related to our progress and our results. These will be published in a clear and consise format and shared through the state's Technical Assistance Bank and at our demonstration site, as well as the modes of communication described in Section II-G. Professional journals may serve as yet another opportunity for communicating our data and results.

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

Monterey Elementary

2201 McElwain Boulevard

Denver
CO 80229

School Contact and Demographic Information

Contact: Lisa Roberts
E-mail: roberts@acsd1.k12.co.us
Phone: (303) 853-1362
District: Mapleton 1 **NCES:**
Locale: Urban Fringe of Large City
Grades Served: K - 5

CSRD Reform Models (Year began)

Reform Model 1: Success for All (1999)
Reform Model 2: Roots and Wings ()
Other Models: ()
Amount of CSRD Award: $80000

Teacher Characteristics

Number of Teachers: 22 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:**
Attendance Rate: %
Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%
Black/African-American: 5 - 15% **Hispanic/Latino:** 30 - 50%
Hawaiian/Pacific Islander: 0 - 5% **White:** 50 - 75%
English Language Learners: 0 - 5%
Special Education: 5 - 15%
Free- or Reduced-Price Lunch: 30 - 50%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

To meet standards for reading, writing, and math performance, and to provide extra intervention in literacy instruction.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

1. Monterey staff participated in a series of staff development classes entitled "Creating a School Wide Literacy Program". The goal of these classes was to build a common knowledge base about how students learn to read and write, to develop a common vocabulary for discussion of literacy development, and to identify effective instructional strategies that could be implemented school wide. The result of this intensive staff development was the creation of a "Research-Based Literacy Design".

2. We visited Sand Creek Elementary School in Colorado Springs to observe instruction. We held an "Awareness Session" at which a representative from Education Partners made a presentation for all staff, parents, and community members about the Success For All program. We sought and received support from the district Superintendent, Dr. Sandra Husk. On April 23, 1998, staff completed an anonymous ballot asking if they would like to adopt the Success For All model for implementation in the 1998-99 school year. The balloting indicated 100% approval! Therefore, we began the initial steps of our comprehensive reform process in the Fall of 1998, as we began to implement Success For All.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

N/A

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

We make home visits to the families of all kindergarten and first grade students early in the school year. Parents are involved through the 20 minute daily home readig goal. Third, teachers establish a target of 100% participation at Parent-Teacher conferences, both in spring and fall.

Teachers can refer students to the Family Support Team. The Family Support Team includes the principal, SFA facilitator, counselor, attendance clerk, and teachers. Parents are invited to join the team to engage in a solution-focused, positive problem solving process. Parents play a vital role on the team!

Parents will also have the opportunity to become involved in a series of literacy workshops.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

1. Students are tested every quarter to determine their appropriate instructional level. Based on their perfomance, they are assigned to an appropriate reading group.
2. The Roots assessment consists of a one-on-one testing situation, in which the student reads a short passage orally and answers comprehension questions. The number of errors determines placement. Next, the student is tested for Wings. Initial instructional placement for Wings will be determined by the Mapleton authentic Reading Assessment (MARA). The MARA is administered in a one-on-one situation, in which the student reads from authentic text (in real books) and a running record is used to determine accuracy.
3. Quarterly assessments will utilize the Houghton-Mifflin Integrated Theme Tests, a group administered test, which measures reading comprehension skills. A change in reading group placement will be determined by evaluating both the student's test results and classroom performance. Students who excel will be moved to a higher instructional level.
4. An individual Literacy Plan will be put in place for students who are struggling and additional services, such as tutoring, will be provided.
5. In addition to quarterly assessments, students demonstrate ongoing accomplishment of skills through story tests and reading comprehension tests, which are administered at the conclusion of every story unit (approx. every five days).

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

1. Consultants from Education Partners come to the school site and provide three days of training.
2. Additional days of training are provided by Education Partners for tutors and members of the Family Support Team.
3. During the school year, consultants will make three two-day Implementation Visits to monitor Monterey's progress and to provide support as needed.
4. The Success For All facilitator is a district employee, working full time at Monterey, who is responsible for ongoing professional development throughout the school year.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

This support will be provided by Education Partners, NWREL, and the Mapleton Public School District.

Teachers visit Sand Creek Elementary School in Colorado Springs (an SFA school) and funded the 1997-98 series of staff development classes.

The directors of Elementary Learning Services and Student Services have given extensively of their time and interest.

8. Cite examples from your school reform plan in which you are using

existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

N/A

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

N/A

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

Odyssey Charter School

6430 Martin Luther King Boulevard

Denver
CO 80207
http://odysseydenver.org

School Contact and Demographic Information

Contact: Van Schoales
E-mail: vschoales@aol.com
Phone: (303) 316-3944
District: Denver 1 **NCES:**
Locale: Urban Fringe of Large City
Grades Served: 1 - 4

CSRD Reform Models (Year began)

Reform Model 1: Expeditionary Learning Outward Bound (1999)
Reform Model 2: ()
Other Models: ()
Amount of CSRD Award: $70350

Teacher Characteristics

Number of Teachers: 10 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:**
Attendance Rate: 93% %
Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%
Black/African-American: 30 - 50% **Hispanic/Latino:** 0 - 5%
Hawaiian/Pacific Islander: 0 - 5% **White:** 30 - 50%
English Language Learners:
Special Education:
Free- or Reduced-Price Lunch: 30 - 50%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

The Odyssey School is a dynamic Expeditionary Learning Community dedicated to fostering each child's unique potential and spirit of adventure through exemplary standards of character, intellectual achievment, and social responsbility. The Odyssey School will

1. provide a true public school which reflects the diversity of northeast Denver in all forms: ability, linguistic, soci-economic, racial, ethnic, and learning styles (priority for minimum of 30% of children on free or reduced lunch).

2. facilitate a rigorous standards-based education enabling all children to read and write at and above grade level.

3. create an environment where experiential project-based learning can be at the core of the school.

4. exemplify effective practices of a successful urban school in the Denver Public School system.

5. build upon the commitment of local parents and community members to establish an effective urban school with a strong community foundation.

The curriculum is shaped by teachers and students using the Expeditionary Learning curriculum framework. Expeditions are long-term, in-depth investigations of a topic that engage students in the world through authentic projects, fieldwork, and service. Ongoin assessment is woven throughout the expeditions, pushing students to higher levels of performance in pursuit of academic excellence. Key elements of a learning expedition include the topic, guiding questions, learning goals, specific projects, ongoing assessment, and a final culminating assessment.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

On January 15, 1998, a unanimous vote of the Denver Public School Board granted approval of the innovative charter school proposal for The Odyssey School developed by a dedicated group of Denver parents, educators, and community members.

The Odyssey School was founded with the commitment to serve the population of greater Park Hill neighborhood which is almost evenly divided between students of color (mostly African American) and students of European origin. Elisha Semakula from the Educational Equity Center at Metropolitan State College, Carol Boigon from the Mayor's office, City of Denver, the Public Education and Business Coalition, and other local community organizations such as the Greater Park Hill Community, Inc. have been instrumental in the design, general support, and outreach for the school.

The Odyssey School community is working togeether to create a shcool culture that draws its direction and strength from the Expeditionary Learning Design Principles. These carefully articulated Design Principles have grown from the

experiences of Outward Bound, which was founded by educator Kurt Hahn in 1941. Outward Bound is a nonprofit educational organization that provides a powerful structure for personal growth through physical challenge and service. Expeditionary Learning has focused on these principles within the school setting through an integrated curriculum that is specifically designed to nurture both character and intellectual development.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

The staff is engaged in the ongoing development of the school's development through weekly discussions on the school's progress. The school's faculty meets every Friday to discuss curriculum design and instructional issues. The school is governed by a Board of Directors composed of parents, teachers, outside educators, and community members. The board meets once a month to set policy and evaluate the school's progress relative to The Odyssey School's charter proposal.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

The Odyssey School views parents as powerful allies in educating their children. The school values parents' experiences, ideas, dreams, opinions, support, fears, and involvement. Odyssey invites the important adults in each child's life to participate in a highly collaborative problem-solvig approach to education, and to be true partners in their children's learning processes. In support of this goal, the Odyssey School requires family involvement for all students. Involvement is defined very broadly, yet significantly, so that all families will be able to participate in some meaningful capacity.

The school is designed to support and nurture parental and community involvement. Admission requires families to be involved in the school and their child's learning. The school is governed by a board composed of parents and non-parent community members. There is a separate parent board that is designed to support and coordinate parental involvement in the school and classrooms. The school has involved parents in the set-up of classrooms, design of after-school care, support for fieldwork, design of parent information, and countless other ways.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

The Odyssey School uses the Colorado Student Assessment program (CSAP), various reading, writing, and math inventories in combination with other measures of student achievement to document the school's effectiveness with raising student achievement. The Odyssey School's participation in the Denver Public School's testing programs (presently using ITBS) provides another important standardized comparison to other schools in Denver, Colorado, and the nation. None of these assessments by itself is necessarily an accurate guage of the school's effectiveness, but when all of these

assessments are used with other student information, the Odyssey School can accurately track the effectiveness of its programs.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

The Odyssey School's partnership with Expeditionary Learning Outward Bound includes a three year contract. Expeditionary Learning provides two weeks of summer curriculum and instruction institutes for all teachers as well as a variety of institutes throughout the school year on various aspects of Expeditionary Learning. Another important component of Expeditionary Learning's support is the ongoing school coaching one day per week for the school year. The coaching supports the implementation of a standards-based expeditionary classroom.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

The Odyssey School will receive technical support from Expeditionary Learning Outward Bound, Public Education and Business Coalition, Sturm Family Foundation Charter School Incubator Program, Management Partners, Inc. (school business and management), and a variety of other consultants dependent upon specific needs. The Odyssey School's primary technical support will come from Expeditionary Learning Outward Bound.

The use of multiple support providers with various expertise will enhance the Odyssey School's objectives around student achievement, school culture, and school management. Each of the support providers will deliver a particular need whether it be expert professional development on the best practices of teaching reading comprehension through the help of Ellen Keene at the Public Education and Business Coalition or better understanding of how to include student voice in student-led parent conferences with the help of Expeditionary Learning. The school believes strongly that the whole school is built around the best practices for student learning and that all areas of the school from schedules, budgeting, staff meetings, and space usage should fall from the best learning environment for each child.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

The school will receive 90% of the PPOR fundiung from Denver Public Schools for this year. This funding will support the basic start-up costs of the The Odyssey school but will not support any of the operating costs of the school.

The Colorado Comprehensive School Reform Demonstration Program grant will be used with other private foundation funds to insure the successful start-up and development of the school. The school has received $114,000 for the 1998-1999 school year. The Odyssey School expects to receive an additional $150,000 from

these and other sources for year two (1999-2000) with the amount diminishing to zero over the next four years. The school has had positive feedback from our current private funders for second and third years of support.

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

The Odyssey School will have a system of ongoing evaluation and review supported by the National Office of Outward Bound Expeditionary Learning and other outside evaluators. This process is a three year cycle that includes clearly defined benchmarks for an Expeditionary Learning School, an internal review followed by an external audit by local and national educators. The external audit team will include educators from similar and some very different schools in order to provide a thorough critique of the school's policies and practices that support improved student achievement. The Odyssey School review will also include a north central Accreditation. This process has been modeled after the rigorous National Association of Independent Schools membership process.

Last Questions

What else should people know about your school?

Are there particular areas of your reform in which you would like additional assistance?

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

Southwest Open High School

P. O. Box 1420

Cortez
CO 81321

School Contact and Demographic Information

Contact: Jean Lovelace
E-mail: johnjean@phone.net
Phone: (970) 565-1150
District: Southwest BOCES **NCES:**
Locale: Rural (pop. < 2,500)
Grades Served: 9 - 12

CSRD Reform Models (Year began)

Reform Model 1: Expeditionary Learning Outward Bound (1999)
Reform Model 2: ()
Other Models: ()
Amount of CSRD Award: $83250

Teacher Characteristics

Number of Teachers: 14 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:**
Attendance Rate: %
Am. Indian/Alaska Native: 15 - 30% **Asian-American:** 0 - 5%
Black/African-American: 0 - 5% **Hispanic/Latino:** 15 - 30%
Hawaiian/Pacific Islander: 0 - 5% **White:** 50 - 75%
English Language Learners: 0 - 5%
Special Education: 15 - 30%
Free- or Reduced-Price Lunch: 50 - 75%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

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1. Fostering academic excellence and success in every student
2. Promoting personal competency and self-efficacy in each student
3. Challenging all staff to personal and professional excellence

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

Review of the literature on more than a dozen school reform models.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

1. Being a small school makes it easier to have an awareness of attitudes and ideas by both staff and students.
2. Staff members are involved in its operations. SWOHS staff is always involved in improving the school and meeting student needs. Once the school reform project was decided on, a committee of staff volunteers began gathering information and grant writing. Staff are not only willing to spend the extra time that will be required for professional development, they welcome the opportunity to become better teachers.
3. SWOHS staff began talking to students, parents, and members of the community. Advisors met with their advising groups in Community classes to discuss the reform project and what it might mean to the school.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

1. In the fall, we have an open house and many parents visit at that time. The school newsletter keeps parents informaed throughout the year. Advisors maintain close contact with parents on individual student issues.
2. Parents and community members serve on the SWOHS Accountability Committee, and will be asked to be on the Charter School Board when it is formed. The Accountability Committee place major emphasis on accreditation standards and is supportive of this grant because it will improve achievement for all students.
3. We work closely with, and collaborate with, the following local agencies: Probation, social Services, Montezuma Counth Health Department, DARE to be You, Ute Mountain Ute Tribal Youth Programs, and the the SWOHS principal, Accountatibility Committee, and several teachers.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

SWOHS plans to institute an assessment program so that the school may better assess the nedds of individual students and track the effectiveness of teh school as a whole. This will begin in the Spring of 1999 with the Montezuma-Cortez RE-1 School District tenth grade competency test. The test provides baseline data. The

dstrict assessment and CSAP will be administered every year thereafter.

In addition to this formalized testing, the school will continue to use portfolios and demonstrations of knowledge as assessments of indivdual progress. Achievement expectations are as follows and every student shall: 1) perform at leaset at the tenth grade level as determined by the CSAP; 2) edxhibit social maturity and responsibility; and 3) be a contributing member of the community.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

1. The ongoing process of review, critique, and improvement ensures that teachers ae constantly evaluating and redesigning their classrooms and learning expeditions.
2. SWOHS teachers, administrators, and paraprofessionals will participate in at least twenty days of onsite and off ELM campus training per year.
3. Porfessional development opportunities are diverse and designed to improve staff understanding og Expeditionary Learning design principles, core practices, and benchmarks. Staff will experience learning expeditions first hand bt exploring, taking risks, and collaborating with others in the solution of in-depth problems.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

Expetitionary Learning has an extensive network of trainers and collaborating schools who will work with SWOHS staff. We have already recieved one site visit from the Expeditionary Learning president and are quite confident that the technical assistance will be totally comprehensive.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

N/A

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

N/A

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

Winona Elementary

201 South Boise Avenue

Loveland
CO 80537

School Contact and Demographic Information

Contact: Audrey Polka

E-mail: ajpolka@aol.com

Phone: (970) 667-3273

District: Thompson R2-J **NCES:**

Locale: Mid-size Central City (pop. < 250,000)

Grades Served: K - 5

CSRD Reform Models (Year 1 - Year 3)

Reform Model 1: ()

Reform Model 2: ()

Other Models: California Early Literacy Learning (1999)

Amount of CSRD Award: $64816

Teacher Characteristics

Number of Teachers: 26 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:**

Attendance Rate: %

Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%

Black/African-American: 0 - 5% **Hispanic/Latino:** 15 - 30%

Hawaiian/Pacific Islander: 0 - 5% **White:** 50 - 75%

English Language Learners: 5 - 15%

Special Education: 5 - 15%

Free- or Reduced-Price Lunch: 50 - 75%

School Reform

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

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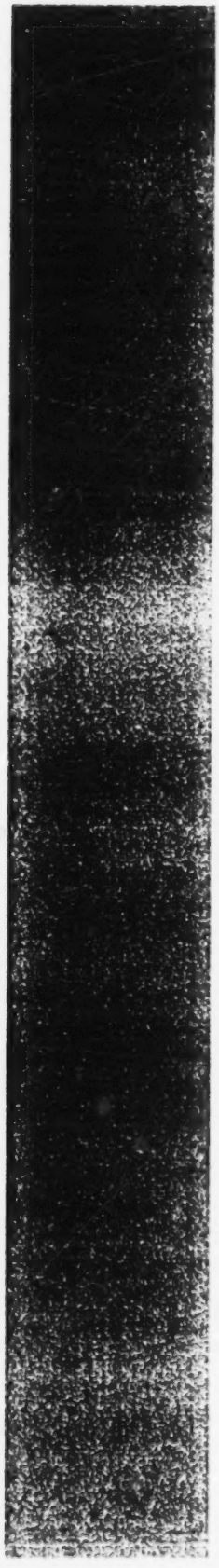


After reviewing several models, the staff and accountability committee selected the Balanced Literacy Model including Reading Recovery for Winona Elementary as implemented by California Early Literacy Learning (CELL) and Wyoming Early Literacy Learning (WELL) schools. Winona is adopting the CELL/WELL program.

This model involves several basic components:

1. The first premise of the model centers on having excellent balanced literacy instruction in every class.

2. A second major component of this model is implementation of Reading Recovery as a safety net in first grade to identify at-risk children and to intervene early to help all children become readers and writers.

3. The third major component of this model is the increased time for literacy, especially in the primary grades.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

We need a strong focus on improving literacy in the school as the foundation skills for all other academic areas. All of the staff and the accountability committee were involved in the development of our approach. We intend to change the school schedule to provide one and a half hours of uninterrupted blocks of time for literacy as well as focusing on literacy throughout the entire school day. We will reorganize our fragmented and disconnected support systems for intervention into a research-based approach to intervention, including Reading Recovery.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

From the early stages of implementing a Comprehensive School Reform plan the parents, staff, and administrators at the building and district level have been informed and actively involved. Parents and community leaders were involved at monthly accountability meetings. The staff has worked closely with both the building administrator and the district director of elementary curriculum and instruction with monitoring by the superintendent. Regular staff meetings, inservice training times, and special meetings have been held to get input from the entire staff. One hundred percent of the staff have endorsed this propsoal in writng. This endeavor was endorsed by the building Accountability Committee. This proposal has been reveiwed and is supported by the director of elementary curriculum and instruction, and the superintendent.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

Parents
- 95% attendance at two parent-teacher conferences.
- 50% attendance at a minimum of one literacy event at the library.
- 65% document reading 20 minutes a day at least four times a week.
- Demonstrate increased skills as instructional partners and increased acquisition of literacy skills.
- Particpate as volunteers in the classroom with literacy.

Community
- Provide three grandparents through the Foster Grandparent Program.
- Collaborate with the Loveland Public Library and Winona Elementary to conduct six literacy nights for parents.
- Loveland/Berthoud Interagency Council Parent Expo-workshops for parents focusing on literacy development for young children.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

Winona Elementary's schoolwide plan short-term goal (1-3 years) is for 80% of the students to leave Winona Elementary proficient in reading and writing. The mid-term goal (4-8 years) is to increase that to 90%. Progress in meeting our goals would be measured with CSAP for 3rd and 4th graders, district pre and post reading level tests for 3rd, 4th, and 5th graders, Scholastic reading and writing tests for K-5, and running records and/or individual reading inventories.

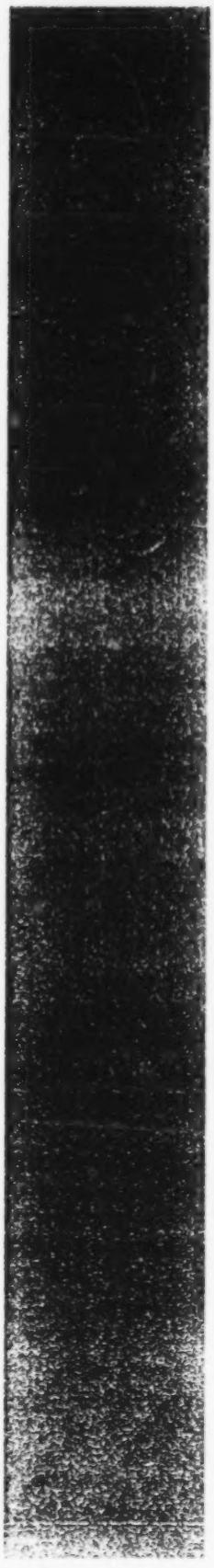
6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

Winona staff will participate in a summer Professional Development Center offered by this district. One hundred percent of the staff have agreed to attend the five day training institute. This five day institute provides a stipend for teachers to participate in professional development related to district standards. This proposal is aligned with district reading and writing standards and qualifies for Professional Development Center funding. Winona will utilize experts from WELL and Kathy Tirril, a Reading Recovery trainer from Denver Public Schools, to provide facilitated planning times as well as direct instruction in effective techniques.

In addition to the Professional Development Center time, staff will have at least one, and many times two, early release Wednesdays per month for professional development related to implementation of the plan.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

The district is providing assistance to Winona to achieve this strategic goal through facilitated planning time during the summer, early release Wednesdays each week to focus on student achievement, and technical assistance from the director of elementary education and the Title I coordinator. The district, through Title II funding and Title VI funding, has provided financial assistance for



Winona staff to examine models for improvement and make visitations to the WELL schools in Wyoming. The assessment director and director of research and evaluation through Centennial BOCES have assisted Winona with disaggregation of the student performance data to better understand the needs and strengths of the student, especially as related to student achievement.

The district intends to continue support to Winona in these efforts to improve student achievement of the standards. Other external support will be obtained through the relationship established with the Riverton Public Schools (WELL). The superintendent has agreed to continue to support Winona Elementary with the balanced literacy approach. Kathy Tirril has agreed to continue to supervise the implementation of Reading Recovery and provide other professional development assistance. Centennial BOCES has assisted in helping to set up an automated system for tracking and analyzing student performance data.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

We will be able to fund one half-time Reading Recovery teacher from our existing budget and purchase most Reading Recovery materials from supplemental funds provided by the district. We intend to shift our present use of Title funding to help us add the additional section of half-day kindergarten to lower class size instead of the developmental kindergarten we currently have. This organization will allow us to use a variety of funding sources to support our need. We anticipate that the impact of this grant will change our use of personnel over the first three years so that we can then further shift existing resources to pick up the other half-time Reading Recovery teacher the third year, and the half-time literacy coordinator the fourth year from our existing district allotment.

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

Overall success of the entire improvement plan on improved student achievement will be monitored using:

1. Scholastic Unit Tests - test reading and writing (all six standards) and can be administered every six weeks depending on completion of units. 80% of the students will meet benchmarks.

2. District Criterion Referenced Tests - pre and post tests administered in September and May districtwide and can be administered in January using Computer Adaptive Test (CAT). 80% of the students will meet benchmarks.

3. Running records, anecdotal records, informal reading inventories - administered regularly in the classroom to monitor and adjust instruction.

4. CSAP - 3rd grade reading and 4th grade reading and writing. 80% of the students will meet benchmarks during the first three years.

Last Questions

What else should people know about your school?

N/A

Are there particular areas of your reform in which you would like additional assistance?

N/A

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Ken	Dickson	Mid-continent Research for Education and Learning

csrdweb.net

Wyandotte High

2501 Minnesota Avenue

Kansas City
KS 66102

School Contact and Demographic Information

Contact: Walter Thompson
E-mail: wathomp@gw.kckps.k12.ks.us
Phone: (913)551-3400
District: Kansas **NCES:**
Locale:
Grades Served: 9 - 12

CSRD Reform Models (Year began)

Reform Model 1: Locally Developed (1997)
Reform Model 2: ()
Other Models: ()
Amount of CSRD Award: $76485

Teacher Characteristics

Number of Teachers: 72 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: Over 1,200 **Student Mobility Rate:**
Attendance Rate: %
Am. Indian/Alaska Native: **Asian-American:**
Black/African-American: **Hispanic/Latino:**
Hawaiian/Pacific Islander: **White:**
English Language Learners:
Special Education:
Free- or Reduced-Price Lunch:

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

[redacted]

Last Questions

What else should people know about your school?

Are there particular areas of your reform in which you would like additional assistance?

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Mary	Stewart	Kansas City Kansas Public Schools

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Four Winds Community School

P. O. Box 239

Fort Totten
ND 58335-0239

School Contact and Demographic Information

Contact: Liz Nelson

E-mail: elinelso@sendit.nodak.edu

Phone: (701) 766-1407

District: Fort Totten School District #30 **NCES:**

Locale: Rural (pop. < 2,500)

Grades Served: K - 12

CSRD Reform Models (Year began)

Reform Model 1: Community for Learning (1999)

Reform Model 2: ()

Other Models: ()

Amount of CSRD Award: $67716

Teacher Characteristics

Number of Teachers: 91 **Teacher Mobility Rate:**

Student Characteristics

Number of Students: 400 - 800 **Student Mobility Rate:**

Attendance Rate: %

Am. Indian/Alaska Native: 75 - 100% **Asian-American:**

Black/African-American: **Hispanic/Latino:**

Hawaiian/Pacific Islander: **White:**

English Language Learners:

Special Education:

Free- or Reduced-Price Lunch: 75 - 100%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them

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to all fit together? (Component 2: Comprehensive design with aligned components)

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8:

Evaluation strategies)

Last Questions

What else should people know about your school?

Are there particular areas of your reform in which you would like additional assistance?

Profile Manager(s)

Total 1

First Name	Last Name	Organization
Elizabeth	Nelson	Four Winds Community School

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Witters/Lucerne Schools

215 Springview

Thermopolis
WY 82443
www.hotsprings.k12.wy.us

School Contact and Demographic Information

Contact: John Lawrence

E-mail: jlawrenc@hotsprings.k12.wy.us

Phone: (307) 864 6561

District: Hot Springs County School District No. 1 **NCES:**

Locale:

Grades Served: K - 5

CSRD Reform Models (year began)

Reform Model 1: Locally Developed (1999)

Reform Model 2: ()

Other Models: California Early Literacy Learning (1999)

Amount of CSRD Award: $50,377

Teacher Characteristics

Number of Teachers: 22 **Teacher Mobility Rate:** 5 - 15%

Student Characteristics

Number of Students: 100 - 400 **Student Mobility Rate:** 5 - 15%

Attendance Rate: 95.3 %

Am. Indian/Alaska Native: 0 - 5% **Asian-American:** 0 - 5%

Black/African-American: 0 - 5% **Hispanic/Latino:** 0 - 5%

Hawaiian/Pacific Islander: 0 - 5% **White:** 75 - 100%

English Language Learners: 0 - 5%

Special Education: 5 - 15%

Free- or Reduced-Price Lunch: 30 - 50%

School Narrative

1. What are your main school reform goals and objectives? What specific strategies or models are you using to address the goals? How do you get them to all fit together? (Component 2: Comprehensive design with aligned components)

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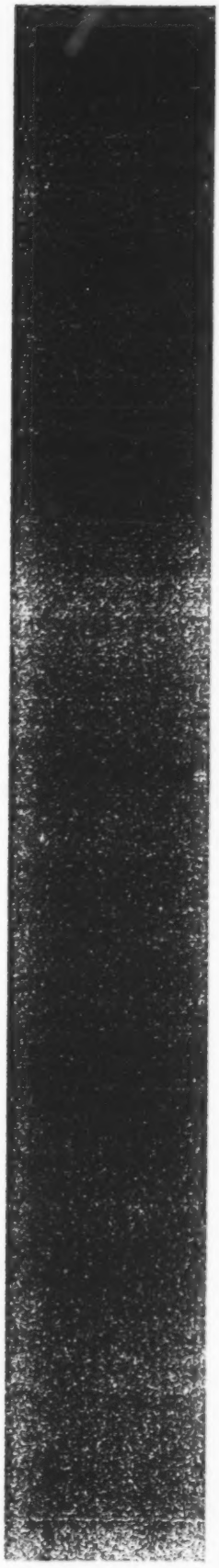

The purpose of this project is to increase student achievement in all content areas by assuring consistent research-based instruction by well-trained staff.
Goal 1: Improve literacy skills.
Goal 2: Provide consistent and ongoing staff development in literacy instruction.
The activities are planned to meet goals and objectives and concentrate on the training of teachers to meet students' literacy needs. The second goal must be reached to enable staff to meet the primary goal of improving all students' literacy skill levels. The CELL program has proven itself to instruct teachers in strategies that are research-based. Schoolwide staff development is provided by specially trained literacy consultants skilled in both the theories and practices of current research as well as in coaching to assist teachers in using innovative learning and instructional methodologies offered in the CELL framework. The activities provided by CELL include sustained staff development and classroom application over the three-year timeline of this project. CELL also provides for the training of a local literacy coordinator responsible for continued staff development and coordination of peer coaching.

2. Where did your school get the ideas that form the foundations of your comprehensive reform program? How did your school find or create the program you are using? What was the process? Why did you select or create it? (Component 1: Effective, research-based methods and strategies)

The need for this grant has been established through a systematic analysis of the achievement of students attending Hot Springs County Elementary School, Thermopolis, Wyoming. While preparing a student profile based on available student test scores, the staff found that the needs of all students were not being met. During this past school year, 46% of in-coming kindergarten students demonstrated a delayed developmental age. Previous longitudinal studies, conducted by Hot Springs County School District, have indicated that developmentally delayed students, at each grade level, score significantly lower on achievement tests than students who entered school with a developmental age supportive of learning academics (see Appendix A). The school profile also indicated that the lowest scores were in the Language Arts areas of spelling and reading comprehension. Nearly one-third of the student population, or 31%, scored at or below the 45th percentile on the California Test of Basic Skills reading comprehension test in the spring of 1997. As a group the students of Hot Springs Elementary School have earned CTBS scores above the national average in all subtests; however, it is the desire of the teaching staff to have all students earn individual scores at or above the national average.
At the same time, the staff reviewed the current district approach to the teaching of literacy. Literacy instruction is driven by the adopted language arts curriculum, which is in compliance with the Wyoming State standards. However, there are no common teaching strategies currently practiced due to the lack of focused staff development relating to student performance and assessed needs. Also, reading materials have not been up-dated since 1989, forcing teachers to gather their own materials to teach literacy skills. This creates inconsistencies in instruction and contributes to the omission of essential skill instruction.
There have been numerous research studies supporting early literacy instruction's positive effects on sustained student academic success. "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of grade 3" (NRC at NAS, Part I. P.3,

1998). The National Research Center report also sites research that consistently shows that children who get off to a good start in reading rarely stumble. Those that fall behind tend to stay behind for the rest of their academic lives (Chase, 1999). It is reported that children who demonstrate difficulty in reading also demonstrate difficulty in other academic areas (Dickinson and DiGisi, 1998). At the present time, teaching materials and strategies used in Hot Springs County Elementary School are not in alignment with what research has proven to be effective literacy instruction. It is the staff's desire to present the students with the best literacy instruction available, as good literacy skills will effect their future academic careers. The National Research Center at the National Academy of Science has issued a report, Preventing Reading Difficulties in Young Children. In this report researchers identified the necessary components of effective literacy instruction. This report also pointed out the importance of good literacy instruction and the role this instruction plays in ensuring a child's academic success (Snow, Burns, and Griffin, 1998). The components of the California Early Literacy Learning (CELL) program echo the findings of the NRC's report. The introduction of the CELL program into the elementary school will increase our students' chances of being successful in school and will enhance all areas of their lives.

The Hot Springs County CELL project has grown out of the investigation of pilot projects, experience of some staff with the program in other school settings and a thorough review of the literature. The project will be in its first year of CSRD grant monies with support from other funding sources such as Title I, Title II, Title VI-B Flowthrough B, and Hot Springs County School District #1.

In conclusion, the out-dated materials, the interest in improving teaching methods and strategies, the inconsistency of literacy instruction in our schools and the necessity to help all students reach grade level literacy skills drive the desire to support a new approach to the teaching of literacy. The purpose of this grant is to provide staff development opportunities that will support the enhancement of teaching strategies that ensure better achievement for all students. Additionally, the CELL program will make possible an upgrade of instructional materials.

3. How did your school achieve the staff support necessary to implement the school's reform plan? What obstacles did you face? How did you overcome the obstacles to building support? (Component 5: Support within the school)

The school's needs assessment was created through efforts of the entire staff. All staff members are aware of the needs of the school and were instrumental in identifying those needs. As the first step of the school reform project, a staff committee researched the nationally acclaimed Comprehensive School Reform Models. After this research was conducted and the program choice was narrowed to three, the entire staff was asked to review literature on the three chosen programs and a vote was taken. The outcome of the voting was as follows: Success for All received one vote, First Steps program received zero votes, California Early Literacy Learning Program received 18 votes, 1 staff member abstained. When given the opportunity to express their support in a written document, 100% of the staff signed their names voluntarily. Thirteen staff member have volunteered to help gather data for the writing of this project.

4. How does your school engage or involve parents and the community in your CSRD reform effort? (Component 6: Parental and community involvement)

Realizing the importance of parental and community involvement in the implementation of school reform, a Parent/Community Involvement Committee, made up of teachers, has been established. This committee has taken information provided by CELL to design a specific timeline of activities to involve the community and parents in the implementation of this project. Hot Springs County Elementary has an active Parent Advisory Committee already in existence. Other educational, governmental, and community agencies, described in Part I of this grant, are also involved with the school. These existing working relationships will allow the Parent/Community Involvement Committee to build stronger activities for the parents and community to assist the school in identifying needs, establishing of goals, and the dissemination of students' evaluation results. The active parents and community members will be asked to aid in the sharing of information of this project with the rest of the community.

5. What benchmarks have you set? What measures are you using to assess progress? Who supplied them? (Component 4: Measurable goals and benchmarks)

The annual benchmarks for Goal 1 Objectives 1 through 5 are measured by a standardized achievement test, the California Test of Basic Skills given to grades one and two. The TerraNova will be given at grade 3. Tests given in April of 2000 will be this project's first benchmark. The goal for this benchmark is for all students to demonstrate an increase of one percentile on the "Total Reading", "Language Expression", and the "Total Battery" (which includes math) scores and an increase of five percentile points on the "Spelling" score of the CTBS. In addition, the school will utilize the locally developed Criterion Reference Test at grades kindergarten, one, two, and three. This will allow for the annual benchmark evaluation of the local standards, which are aligned with the state standards. These standards are not specifically measured by standardized achievement tests. It is expected that through the implementation of the CELL project the school will realize a five-percent gain in the number of students showing mastery on the Criterion Reference Test.
Goal 2 Objectives 1 and 2 will be measure by annual benchmarks. The CELL trainers will judge proficiency levels of staff after the observations and debriefings have been completed in the spring of 2000. The self-assessment completed by teachers will indicate rating increases of teacher proficiency in the delivery of literacy instruction. The school is predicting an average rating of 4.5 on the post-self assessment.
The district's North Central Accreditation school improvement plan targets the areas of cross-
curricular reading comprehension and writing. The NCA goals are in direct correlation with our stated Comprehensive School Reform Demonstration Program goals. The State Accreditation review recommendations for Hot Springs County Elementary Schools were: 1) design a systematic school improvement plan, 2) design a staff development plan related to student performance. The CELL project is a systematic school improvement plan based on student performance through professional development.

6. What forms of professional development are you using? What seems to be especially successful in helping teachers learn new practices? (Component 3: Professional development)

California Early Literacy Learning Program is a unique blend of intensive professional development that matches theory and practice with support for new learning by teachers. CELL recognizes that the teaching of reading and writing is the foundation for all later academic achievement. CELL restructures how we teach children to read and write. The inservice training provided through CELL presents research on how children learn to read, how proficient readers read, the structure of the English language, and the relationships between reading, writing, and spelling. Teachers are provided a means to plan and deliver appropriate reading instruction based on assessment and evaluation using independent student reading of high quality books. Reading instruction is based on improving reading performance and comprehension. CELL aligns teaching methods used within and across grade levels. Achievement gains are enhanced when transition from grade to grade is accompanied by teachers who use the same teaching methods. CELL's intensive staff development and ongoing support leads to teacher accountability and greater student achievement (Swartz, a., Shook.R. & Kline, A., 1998).
The staff training provided by CELL teaches each component of the framework. Teachers are instructed in the teaching strategies necessary to deliver appropriate instruction to students. The teachers are observed by CELL literacy consultants using these strategies in their classrooms. Debriefing and coaching takes place following the observation. The consultants will guide teachers to be more effective and reach acceptable proficiency in the presentation of the CELL teaching strategies. At this time teachers are given assistance in areas that may need improving. After the initial training year, a local literacy coordinator will be trained in research-based theories and practices. This local literacy coordinator will be on staff to observe, debrief, and coach the teachers using a continuous staff development process. The local literacy coordinator will provide demonstrations of teaching if and when necessary. This person will also be responsible for training any new staff. The role of the local literacy coordinator is to allow the school to become independent in maintaining the instruction of CELL teaching strategies to staff. The literacy coordinator is required to attend additional meetings with CELL to review the outcomes of assessment and to plan any additional training that may be necessary after the initial training is completed.
CELL will provide ongoing support and follow-up in several ways. First, consultants will be provided to the school during the initial three-year implementation phase or the CELL project. During the implementation phase a local literacy coordinator will be trained to assist and train staff. This will allow the school to independently maintain professional development. The local literacy coordinator will be required to annually attend the West Coast Early Literacy Conference to stay current with literacy theory and practices.

7. Which organizations or agencies provide outside technical assistance in your reform? What does each provider do to support your reform goals? (Component 7: External technical support and assistance)

Dr. Stanley Swartz, director of the California Early Literacy Learning Program, has given written verification that CELL will provide the technical assistance required to allow staff development necessary to carry out the components of the CELL framework. It is included as Appendix R.
As shown in the budget, the district is willing to allocate the additional funds

required to implement this project and is willing to provide funding for the project's maintenance. By allowing CELL trainers to provide intensive staff development for the teachers, the district is demonstrating support for the implementation of the Comprehensive School Reform project. The goals of our school improvement plan are the same as the goals of this project. As the goals of this project are realized, so are the goals of our school improvement plan.

8. Cite examples from your school reform plan in which you are using existing resources in more effective and efficient ways. Which programs or practices have you had to eliminate because of the changes? Which resources (time, people, money, materials) are coordinated in new ways? (Component 9: Coordination of resources)

The cost of full implementation for year one will be $132,628 which will provide funding for all staff development activities (trainer fees, lodging, travel and meals), staff salaries and benefits, and all literacy materials that will be needed. In addition to the CSRD funding, the reform effort will be funded by a variety of sources, which includes Title I School-wide, Title II, Title VI-B Flow through B, and HSCSD No. 1's general fund. Each succeeding years budget is reduced because training costs and materials are less. When the CSRD funding ends after three years, we will be able to continue the ongoing training of staff and fund the literacy coordinator's salary and benefits using a combination of current and ongoing funding sources.
Detailed budget information can be found in Section 14 of this document for year one, and years two and three can be found in Appendix K. The CSRD Budget Form may also be found in Section 14.
Funding of our CELL project will come from a variety of sources that include CSRD grant funds, Title I, Title II, Title VI-B and the district's general fund. We will be able to redirect moneys to our CELL project from other projects (Boys Town Social Skills, Six Trait Writing and technology training and equipment) because they are nearing the end of their major funding cycle.

9. What activities are the staff at your school engaged in to monitor and evaluate your school's progress in implementing your reform and achieving your goals? Which activities are the responsibility of certain individuals? Which activities are the responsibility of a group or group(s)? (Component 8: Evaluation strategies)

A specific process for evaluating the comprehensive school reform effort has been identified. District personnel will administer standardized achievement tests, district Criterion Reference Tests, Six Traits Writing Assessment, Observational Surveys, and Running Records. These assessments will be used to measure the growth of student achievement during the first year of the implementation. The information from these evaluations will be used to compile a School Profile. Staff, administrators, and the parent advisory committee will review the School Profile in an effort to evaluate the effectiveness of the school reform program. Additionally, CELL will collect data documenting student achievement that in turn will assist in program planning.

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[redacted]

Last Questions

What else should people know about your school?

Are there particular areas of your reform in which you would like additional assistance?

Profile Manager(s)

Total 1

First Name	Last Name	Organization
John	Lawrence	Hot Springs COunty Elementary Schools

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